



# Facilitator Handbook

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## FACILITATOR ROLE AND RESPONSIBILITIES\*

- Attend Facilitator Roundtable at Sessions 1 and 2
- Schedule meeting dates for the year
- Create agendas for MBI team meetings
- Coordinate surveys and reports
- Communicate consistently with your MBI Consultant:
  - Send and/or coordinate sending minutes
  - Coordinate data access to PBIS Assessment site
  - Coordinate the SET in the Spring
  - Set up site visits
- Serve as liaison with administrator and establish communication norms = have a conversation with your administrator about how he or she would like to stay informed and determine who is in direct contact with the consultant (you and/or the administrator, or just you)
- Maintain team's purpose statement and action plan, updating annually
- Facilitate team meetings
  - Uphold team-generated meeting norms
  - Incorporate effective meeting strategies, including data-based problem-solving and decision-making
- Provide an overview of your school's MBI progress to entire staff at least once/year

## MINUTE TAKER ROLE AND RESPONSIBILITIES\*

- The Minute Taker Documents the following:
  - Use an LCD - projects minutes as they're typed
  - Distribution of minutes immediately after meeting with click of a button
  - Logistics of meeting (date, time, location, roles)
  - Agenda items for today's meeting (and next meeting)
  - Discussion items, decisions made, tasks, and timelines assigned
  - Problem statements, solutions/decisions/tasks, people assigned to implement with timelines assigned, and an evaluation plan to determine the effect on student behavior
- The Minute Taker Reviews Meeting Minutes
  - An effective strategy for getting a snapshot of what happened at the previous meeting and what needs to be reviewed during the upcoming meeting
  - What was the issue/problem?
  - What were we going to do?
  - Who was going to do it?
  - By When?
  - How are we measuring progress toward the goal?

# Guidelines for Success

- Partner with a Co-Facilitator
  - This can be a true partnership, or
  - One person is the Lead Facilitator, and the Co-Facilitator steps into the leadership role after a set number of years serving in that role. In the meantime, the Co-Facilitator partners with the Lead Facilitator to accomplish tasks.
- Develop a plan for informing and updating new team members, as well as new staff members each year.
- Action Plan
  - Have your team's Action Plan accessible at each team meeting. The Action Plan items drive each meeting agenda.
  - Review progress, update, and/or develop a new Action Plan if the previous Action Plan has been accomplished. Again, your meeting minutes will document your Action Plan progress.
- Team Notebook – suggested components
  - Make it accessible to your team
  - Organize according to MBI Critical Components:
    - Commit to a common purpose and approach to discipline—one that creates a safe and welcoming culture = *Statement of Purpose*
    - Establish and maintain team... with administrator support, participation and leadership = *Team Members, Roles and Responsibilities*
    - Establish a clear set of positive expectations and behaviors = *Universal Expectations*
    - Establish procedures for teaching expected behavior = *Matrix and Plan for Teaching Expectations*
    - Establish a continuum of procedures for encouraging expected behaviors = *Student and Staff Recognition System – description and examples*
    - Establish a continuum of procedures for discouraging inappropriate behaviors = *ODRs, Major and Minor offenses, and any description of the system for managing behavior*
    - Establish procedures for ongoing assessment and data-based decision-making = *Data Collection system – SAS, TIC, School Climate or Safety Survey, My Voice Survey, In-District Survey*
  - Meeting Minutes
    - Keep your consultant informed by sharing meeting minutes with him or her when you send minutes out to the team and post for the staff.

- *When learning to utilize the TIPS Minutes Form, use your consultant as a resource.*
- *Make a basic copy of the team notebook for the staff to access.*
  - *Statement of Purpose*
  - *List of Team Members and Roles*
  - *Minutes*
  - *Expectations*
  - *Matrix and Teaching Expectations Plan*
  - *Recognition System*
  - *ODR template, Definition of Majors and Minors, etc.*
  - *Data – survey results*

# **-- Session 1, Module 2 Workbook excerpt --**

## **Establishing MBI Leadership Teams**

These activities will assist in developing strong and functional MBI Teams. Team composition, team norms, understanding effective meeting processes, and aligning your team with other initiatives and school improvement goals are critical components.

### **Directions:**

1. Read/skim and highlight key concepts in the narratives.
2. Review the meeting foundations elements (pp. 20-21)
3. Review the TIPS II form (p. 22)
4. Determine team roles/responsibilities with backup person (pp.23-25)
5. Complete:
  - Statement of Purpose (p. 26)
  - MBI Team Meeting Ground Rules (p. 27)
  - Determine team norms (pp. 27-28)
6. Review Team Process (p. 29)
7. Determine how your team will reach consensus. (pp. 30-33)
8. Complete "Working Smarter Not Harder" (pp. 33-35)
9. Enter information on TIPS II form.

## Establishing MBI Leadership Teams

*The MBI (PBIS) schools conduct social behavioral instruction in a coordinated, consistent manner. Schools that practice a common approach: align their school's mission, goals, and MBI Purpose Statement. These schools use a Leadership Team to lead the planning for systems (for adults), practices (for students), and data (for decision-making). Furthermore, these coordinated schools use an action planning process for giving and receiving information. Through this coordinated effort, MBI schools become more proactive in their teaching of schoolwide social behavioral expectations. A common purpose and approach to discipline is established for all teachers, students, and staff. (Missouri PBIS)*

### Research:

The research supports the use of problem-solving teams to guide implementation:

- Todd A., Horner, R., Newton, J.S., Algozzine, B. & Algozzine, K. (in press). Effects of Team-Initiated Problem Solving on Practices of Schoolwide Behavior Support Teams. *Journal of Applied School Psychology*.
- Newton, J.S., Horner, R., Algozzine, B., Todd A., & Algozzine, K. M. (2009). Using a Problem-Solving Model for data-based decision-making in schools. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.) *Handbook of Positive Behavior Support*. New York: Springer, 551-580.

### Meeting Foundations Elements

#### Predictability

- Define roles & responsibilities
  - Facilitator, Minute Taker, Data Analyst
- Statement of team purpose
- Ground rules and norms for team
  - Start & end on time, if meeting needs to be extended, get agreement from all members
  - Next meeting is scheduled
- Use electronic meeting minutes (agenda) format

#### Participation

- 75% of team members present & engaged in topic(s)
- Decision makers are present when needed



## What makes a successful meeting?

### Accountability

- Facilitator, Minute Taker & Data Analyst come prepared for meeting & complete their responsibilities during the meeting
- System is used for monitoring progress of implemented solutions (review previous meeting minutes, goal setting)
- System is used for documenting decisions
- Efforts are making a difference in the lives of children/students.

### Communication

- All regular team members (absent or present) get access to the meeting minutes within 24 hours of the meeting
- Team member support to practice team meeting norms/agreements

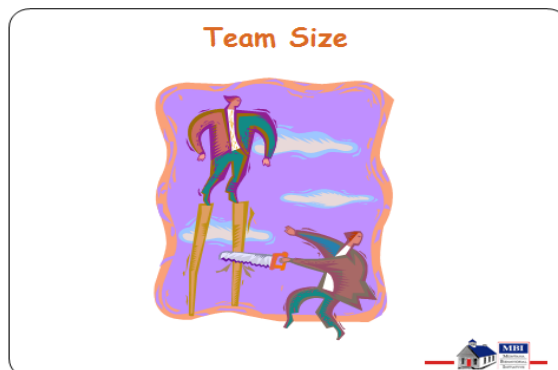


## EFFECTIVE TEAMING

Have you ever been a part of this team?

- ☐ No agenda is prepared
- ☐ Meeting starts late
- ☐ No time schedule for the meeting has been set
- ☐ No one is prepared
- ☐ No facilitator is identified
- ☐ No one agrees on anything
- ☐ No action plan is developed
- ☐ Everyone is off task
- ☐ Negative tone throughout the meeting

## MBI TEAM



- Administrator is committed to schoolwide MBI and actively participates on the team
- Should remain small (5-8 members)
- Consider representatives that include administration, general education staff, special education staff, specialists, non-certified staff, parents, students...
- Consider Core Teams vs. Peripheral Team
- Meets frequently
  - During initial development teams may need to meet frequently
  - All teams should meet at least monthly to analyze existing data, problem-solve critical issues
  - Plan for implementation of universal supports to include staff participation and input



## SAMPLE MBI TEAM ROLES AND RESPONSIBILITIES

Role & Suggestions	Responsibilities
<b>Facilitator</b> <ul style="list-style-type: none"> <li>❖ <i>Develop an agenda that aligns with your implementation goal and/or action plan</i></li> <li>❖ <i>Make sure to have timelines and responsible parties for each task assigned</i></li> </ul>	<ul style="list-style-type: none"> <li>• Develop agenda</li> <li>• Follow-up on assigned tasks</li> <li>• Seek input from staff and other committees</li> <li>• Starts meeting on time</li> <li>• Determines date, time, and location of next meeting</li> <li>• <u>At</u> meeting, manages the “flow” of meeting by adhering to the agenda</li> </ul>
<b>Minute Taker</b> <ul style="list-style-type: none"> <li>❖ <i>Consider typing your notes as the meeting takes place</i></li> <li>❖ <i>Distribute notes to entire staff (abridged, give to</i></li> </ul>	<ul style="list-style-type: none"> <li>• Keep minutes</li> <li>a) prepared to project form via LCD</li> <li>b) Set up room for meeting, table, chairs, internet connection, LCD/document camera connection</li> </ul>



<ul style="list-style-type: none"> <li>❖ <i>communicator to post on a MBI bulletin board)</i></li> <li>❖ <i>Reminder email to team should prompt all to bring MBI binders and any items they were to prepare or collect for the meeting</i></li> <li>❖ <i>Maintains electronic file of team documents</i></li> </ul>	<ul style="list-style-type: none"> <li>• Distribute minutes to team members</li> <li>• Notify/remind team members of meeting time and location</li> </ul>
<b>Data Analyst</b> <ul style="list-style-type: none"> <li>❖ <i>Consider additional support</i></li> <li>❖ <i>Consider SWIS training</i> <ul style="list-style-type: none"> <li>a) Identifies potential new problems with precision (What, Who, Where, When, Why)</li> <li>b) Asks Facilitator to add potential new Problems to list of agenda items for upcoming meeting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Summarize data from previous month</li> <li>• Present update on standard data (e.g. office referrals, etc.)</li> <li>• Summarize data necessary for any pending decisions (e.g. effectiveness of new cafeteria routines.)</li> <li>• Coordinates surveys</li> </ul>
<b>Communication Coordinator</b> <ul style="list-style-type: none"> <li>❖ <i>Signage should be posted throughout building with the schoolwide expectations</i></li> <li>❖ <i>Setting specific signage should be posted and tied to the schoolwide expectations (e.g., Being Safe in the Cafeteria means keeping hands and feet to self)</i></li> <li>❖ <i>Signage should be Big, Bold, and Simple with consistent language throughout the building</i></li> </ul>	<ul style="list-style-type: none"> <li>• Report progress and data-based feedback to staff</li> <li>• Create/Maintain newsletters, bulletins, teacher lounge bulletin board</li> <li>• Maintain systems of communicate with staff</li> <li>• Post expectations</li> </ul>
<b>Time Keeper/Task Master</b> <ul style="list-style-type: none"> <li>○ <i>Bring a timer to every meeting and use it...let it be the "bad guy"</i></li> <li>○ <i>Be firm but consistent to help your team stay on topic and on time</i></li> </ul>	<ul style="list-style-type: none"> <li>• Monitor agenda times and topics</li> <li>• Keep the group focused and moving</li> <li>• Monitor start and end times</li> <li>• Table the subject or make a decision</li> </ul>
<b>Team Cheerleader</b> <ul style="list-style-type: none"> <li>❖ <i>Develop a schedule of the year for providing small notes of encouragement, then split the list and work</i></li> <li>❖ <i>Consider times of year that are particularly hard and provide some type of positive feedback BEFORE that time</i></li> <li>❖ <i>Cheerleaders have to model for rest of staff how to support each other as the school implements PBS</i></li> </ul>	<ul style="list-style-type: none"> <li>• Monthly booster notes/treats for staff members</li> <li>• Plan staff celebrations and recognitions</li> <li>• "Challenge" staff to recognize efforts that support MBI process (putting adult tickets in staff members boxes)</li> </ul>
<b>Team Snack Master</b>	<ul style="list-style-type: none"> <li>• Brings goodies to meetings</li> </ul>

### **MBI Team Meeting Roles/ Responsibilities**

<b>Team Members:</b> (Team is representative of the school faculty and includes an administrator)	<b>Role:</b> (Facilitator(s); administrator; time keeper/task master; minute taker; data analyst; snack master; communications; encourager)	<b>Responsibilities</b>
Name:		
Name:		
Name:		
Name:		
Name:		

## **CHARACTERISTICS OF SUCCESSFUL TEAM MEMBERS**

Successful teams consist of members who possess definite attitudes and behaviors in order to be successful.

### **ARE COMMITTED TO THE TEAMWORK PHILOSOPHY**

They are committed to the concept that working together cooperatively leads to increased and improved output (synergism).

### **UNDERSTAND THE GOALS OF THE TEAM**

They have a clear understanding of the team goals to keep the team from straying from their original objective.

### **UNDERSTAND THEIR INDIVIDUAL ROLES, FUNCTIONS, AND RESPONSIBILITIES**

Confusion over each member's roles and responsibilities will cause the team to stagnate.

### **ARE WILLING TO TAKE INITIATIVE**

They understand the importance of bringing ideas and concerns to the attention of the team. They feel free to ask questions.

### **ARE WILLING TO COMMUNICATE**

They are willing to exchange feelings, thoughts, and ideas with others. Team members are willing to listen to one another and respect each other's thoughts and ideas.

### **VIEW DISAGREEMENT AS POSITIVE**

They feel comfortable sharing opinions with others on the team. When a conflicting opinion is voiced, team members carefully acknowledge and analyze it so the best action may be taken. They understand the value of constructive disagreement.

### **VIEW TEAM PERFORMANCE EVALUATION AS CONSTRUCTIVE**

They appreciate feedback from outside sources because they realize that it may benefit their efforts in the future.

## Meeting Foundations

Statement of Purpose  
Ground Rules  
Team Norms  
Team Processes



### Statement of Purpose

Using your school's mission statement determine and write the purpose of your MBI team.



### Samples:

- *Mission Statement - Wonderful Secondary believes all students have value and can learn. WS's mission is to help students function in a global society. In an environment of mutual respect and cooperation, students will develop as critical and creative thinkers, problem solvers, effective communicators, responsible individuals, cooperative citizens, and persistent learners.*
- *MBI Team Goal- All students will demonstrate improved personal responsibility and accountability necessary to create a respectful environment*

### Team Ground Rules:

• Time/dates.	Start on time at _____. End on time at _____. Day of meeting: _____ Number of meetings per month: _____ Dates: _____
• Meeting minutes	- Copy placed in team notebook - Minutes distributed to team members (location/format): _____
• Labeled team notebook	Labeled team notebook will be housed _____ and will

	be accessible to all team members.
• Exceptions/procedures for absence	Team members will email or call _____ if going to be late or cannot attend. Absent member will be informed about meeting events by:
• Agenda	_____ will print the agenda. Agenda will be distributed on/by _____. _____ (#) extra copies of agenda will be available at the meeting.
• Decision-Making	How will major decisions / <b>consensus</b> be reached? (see activity below)

## Team Process and Norms

This list is designed to give ideas to your team to develop ground rules that fit the context and culture of your school-wide PBIS team. Please use those that fit your situation and create others as needed.

### Sample Team Norms or Guidelines

- We will treat each other with respect.
- We will be present at all meetings (if possible)
- We will be present both physically and mentally
- We will use our time wisely, starting and ending our meetings on time
- We will be on time and allow no interruptions to make or take phone calls, etc.
- We will distribute tasks equally amongst members
- We will be concise when we speak- encouraging others to participate.
- Topics outside the agenda will be documented and tabled for a later time.
- When members miss a meeting we will share the responsibility of bringing them up to date.
  
- We will each notify the team in advance of any absences.
- We will leave titles at the door. All team members are equals.
- We will address conflict by dealing with the issue not the person.
- We will ask questions when in doubt.
- We will complete our assigned tasks by our assigned deadlines.
- We will have data at every meeting.
- We will expend the effort to practice all of these norms and to care enough about the team and its work to confront each other, with care, compassion, and purpose, when a team member fails to practice these norms.
- We promise to come prepared to your meetings and trainings so that you demonstrate value and respect for the time and convenience of others.
- It's okay to not know the right answer, and to admit it. The team can find the answer
- We will listen first to understand, and don't be dismissive of the input
- We will support each other - don't throw each other under the bus
- The discussion of issues, ideas, and direction will not become a personal attack or return to

haunt you in the future.

A few notes about meeting norms:

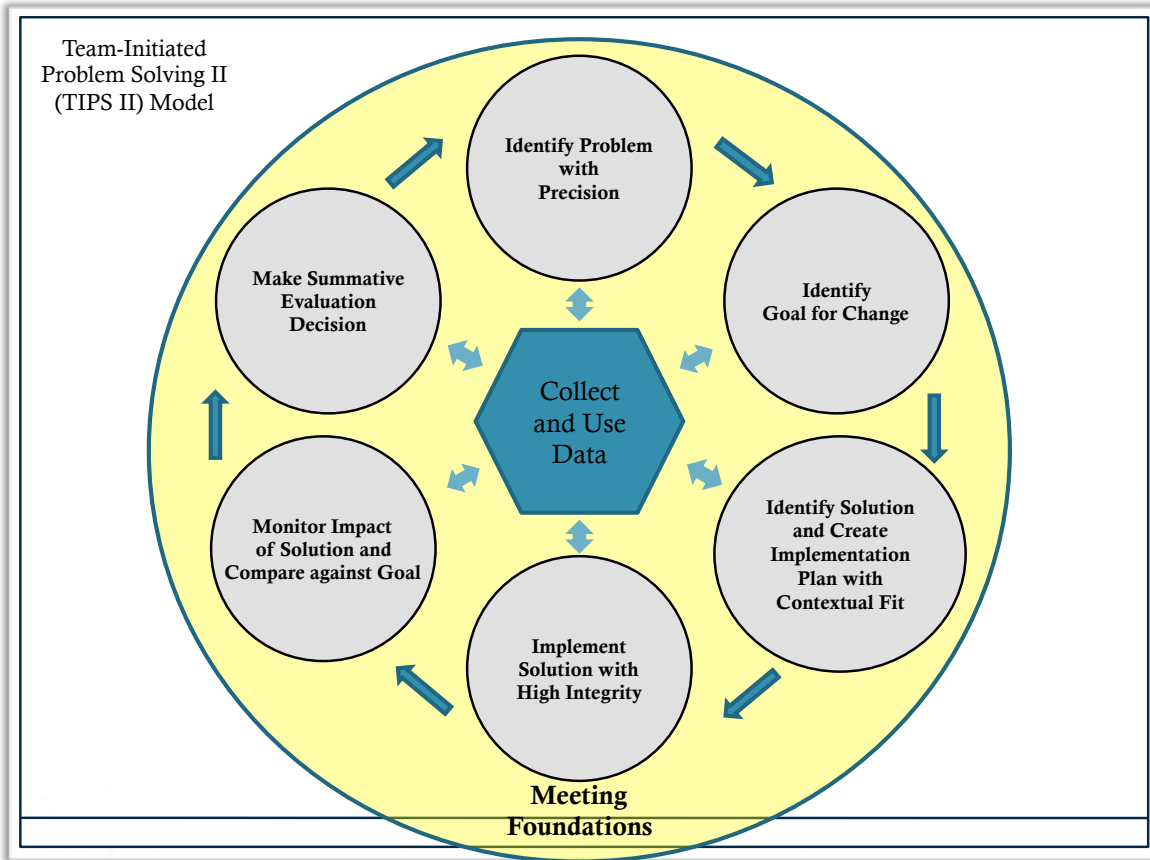
- Norms should be visible (poster paper in meeting room or on meeting agenda).
- Norms should be reviewed at the beginning of each meeting.

Adapted from PBIS.org and Susan Heathfield, About.com, Human Resources, 2009

**Discussion: Determine some norms for your team.**



## TEAM PROCESSES



- The outer circle (Meeting Foundations) refers to the process and procedures a team uses to function.
  - Roles are determined and defined, meetings are scheduled for the year, electronic equipment and internet access are available, and an agenda is established.
- The inner circles and arrows define a problem-solving model designed to improve the decision-making and problem-solving of MBI Teams. This model is called "TIPS", which stands for "**Team-Initiated Problem Solving**".
- The model uses data for problem solving and decision making, during meetings. Once the problem statement is precisely stated, a variety of solutions are discussed based on prevention, teaching, reward, correction and extinction and teams will determine which solution(s) they want to implement.
- You can use this at any tier. Whether it is for the whole group, small intervention group, or individual level. This is the process.

## Teams Need a Method for Reaching Consensus

### What is Consensus?

- Merriam-Webster Dictionary Definition:
  1. general agreement
  2. the judgment arrived at by most of those concerned
  3. group solidarity in sentiment and belief
- A process which equalizes power within a group.
- The *most powerful decision model...* as all members agree to the final results.



## Consensus

- Consensus is reached when each member of the group feels at least **70%** comfortable with the group's decision
- Each member of the group is willing to support the decision **100% (PBS 80%)**

Thumbs Up/Down/Sideways



Fist to Five



**ACTIVITY:** Review pp. 30-33 and Highlight important concepts. Put this activity as a future agenda item on TIPS II Meeting Minutes Form.

2

## CONSENSUS DECISION-MAKING

**Directions:** Using the following information determine how your team will reach consensus. Although consensus is commonly used to mean complete or unanimous agreement, its precise meaning is **general agreement**. Consensus is reached, therefore, when all members of a group are willing to *accept* a decision.

- ∞ Even though the decision may not necessarily be an individual's first choice... he or she considers it a workable approach and in the best interest of the group
- ∞ Consensus is reached when each member of the group feels at least **70%** comfortable with the group's decision, and each member of the group is willing to support the decision **100%**
- ∞ The group must agree to work together until they find a solution that doesn't compromise strong convictions or needs.

## CONSENSUS GUIDELINES:

### LISTEN

Pay attention to others. This is the secret of most successful teams. You can't learn anything while you are talking.

### ENCOURAGE PARTICIPATION

Don't embarrass anyone. Do not put anyone on the spot, especially the quieter folks, by forcing them to participate.

### SHARE INFORMATION

If you withhold information from the group, the resulting decision will be less accurate and effective.

### AVOID CHANGING YOUR MIND TO KEEP HARMONY

Don't agree too quickly. Ask questions. Do not change your mind simply to reach agreement or maintain harmony. Yield to reason, but not pressure. Explore reasons and be sure that everyone accepts the solution for similar or complimentary reasons.

### DON'T TRADE SUPPORT OR BARGAIN

Horse-trading and compromising for support on other issues is not conducive to finding the best possible solution to a problem. When a dissenting member finally agrees, don't feel that he or she needs to be rewarded by having their way at some later date.

### **DON'T VOTE**

Don't vote - use coin flips averaging, or other conflict-reducing techniques. Your objective at this stage is to attempt to create the best solution, and some conflict may be unavoidable.

### **TREAT DIFFERENCES AS A STRENGTH**

Differences of opinion are natural and expected. Differences can become venues to gather information, clarify issues, and seek better choices.

### **CREATE A SOLUTION THAT CAN BE SUPPORTED**

The group should feel that the solution is the best possible course of action at the time. Each group member should agree to support the solution as if it were his or her first choice.

### **AVOID ARGUING FOR YOUR OWN VIEWS**

Present your position as clearly and logically as possible, but listen to others' reactions and consider them carefully before you press your point. Anyone blocking consensus has the obligation to present new views.

### **AIM FOR A GAIN/GAIN SOLUTION**

Do not assume that someone must win and someone must lose when the discussion reaches a stalemate. Instead, look for the next most acceptable alternative for the group.



## A Five-Degree Consensus Scale

A simple consensus process can reveal whether the members of a group agree about a proposed course of action while promoting discussion that can lead to agreement.

Polling a group using a **five-degree consensus scale** "takes the temperature" of a group, instantly demonstrating when a proposal requires no further consideration either because it already has universal support or because opposition is overwhelming. When consensus for or against a proposal does not already exist, the scale identifies whose concerns need to be addressed and their degree of difference from others in the group, so that an effort can be made to close the gap or abandon the attempt to reach consensus.

Productive discussion is encouraged because it's easy and acceptable for group members to express uncertainties, differences of opinion, and alternative approaches without appearing hostile, disruptive, or uncooperative toward the group or the group's leader. Consensus is not a foregone conclusion using the scale, but the give-and-take atmosphere it facilitates helps with obtaining buy-in, discovering new options and changes in the plan, and enabling movement toward or away from support for a proposal.

Many consensus scales are in use utilizing hand gestures, cards, colors, or numerical tallies. The simplest might be the three-degree scale such as "hot, neutral, cold", or "yes, maybe, no", or "go, caution, stop", but a slightly wider range is useful in most cases. The following is a five-point scale adapted from a system sometimes called "shades of consensus" or "levels of consensus".

After a plan of action has been proposed, each participant in the decision chooses a number from one to five to signal their degree of support. These numbers signal roughly the following:

1. Yes. Let's do it.
2. OK. It's good enough.
3. Maybe. I have questions.
4. Wait. Can we change it?
5. No. Let's do something else.

After everyone has weighed-in, all ones and twos show consensus support for a plan, although time might be well spent clarifying what, if anything, could be changed to bring twos up to ones. All fours and fives show consensus opposition to a plan, although discussion may still be useful to generate a shared sense of why a proposal was rejected and to spur thinking about alternatives. Threes suggest more explanation is needed.

Some number of ones or twos alongside fours or fives demonstrates a lack of clear consensus and need for further discussion or in-depth exploration of options, if consensus remains the group's goal. Polling a group with a consensus scale is an iterative process, which is to say,

multiple polls can be taken to discover movement in consensus rankings, or lack thereof, after discussion.

It's worth emphasizing that the whole point of this is to walk through the process, not to achieve a predetermined outcome. What is more, deadlock is an entirely acceptable result using this technique. Using a consensus scale does not guarantee that a particular proposal will ultimately receive either consensus support or opposition. A strong contrary position taken by even one participant is enough to deny "consensus decision" status - but of course, there are always alternative proposals and alternative ways to arrive at decisions besides consensus.

When a group is deadlocked, the value of a consensus process is that it reveals the existence of the deadlock and, hopefully, the reasons for it. Typically this leads to a new proposal that addresses the concerns on both sides of the consensus chart in a way that unifies everyone.

If a consensus can't be reached, but a decision must be made regardless, it may become necessary to abandon the effort to reach consensus and to use another decision-making style instead. For example, if a board must arrive at a certain decision within a certain period, a failure to reach consensus may mean that a simple majority vote will be required instead. Or in a business group, it may become necessary for the senior person in the hierarchy to make an executive decision, delegate, or otherwise choose a different course for decision making. Either way, a group should begin a consensus decision-making process knowing the consequences it will face for failing to come to a decision, whether that means accepting responsibility for no decision being delivered or understanding that the decision will pass out of their hands and on to another process or person.

Regardless of the ultimate result, a consensus scale makes it a no-brainer for a diverse group of people to express and develop individual levels of understanding and enthusiasm, while making it easy for leaders to gauge the support a proposal will receive if it is adopted.

**Sample Teaming Matrix**

Initiative, Committee	Purpose	Outcome	Target	Staff Involved	SIP/SID
Attendance Committee		Increase % of students attending daily		Eric, Ellen, Mariee	Goal #2
School Climate Committee	Improve Climate	Improve Climate		Eric, Ellen, Mariee, J.S.	Goal #3
Safety Committee	Improve safety	Predictable response to threat/crisis	Dangerous students		Goal #3
School Spirit Committee	Enhance school spirit	Improve morale	All students		
Discipline Committee	Improve behavior	Decrease office referrals	Bullies, antisocial students, repeat offenders	Ellen, Eric, Mariee, Otis	
S&DFS Committee	Prevent drug use		High/risk drug users	Don	
PBIS Work Group	Implement 3-tier model	Decrease office referrals, increase attendance, enhance academic engagement, improve grades	All students	Eric, Ellen, Mariee, Otis, Emma	Goal #2 Goal #3 5

**WORKING SMARTER NOT HARDER SAMPLE**

# WORKING SMARTER NOT HARDER DIRECTIONS

## Step 1: ***Working Smarter***

Use the Working Smarter worksheet to:

- Identify current teams /committees (discipline, instruction, climate, school improvement, parent support etc.)

10. Complete the Working Smarter document

## Step 2: ***Decision***

Based on your results, what committees can you:

(a) eliminate?

(b) combine?

(c) provide more support?

How can we infuse MBI into our committees?

Determine your next step.

### Step 1: Working Smarter Worksheet

Workgroup/ Committee/ Team	Outcome/ Link to SIP	Who do we serve? (students/staff/both?) What is the ticket in? How do folks get access to support?	Names of staff on team	Non- Negotiable District Mandate?	How do we measure impact?	Overlap? Modify? Omit? Support?

## IMPLEMENTATION DATA SCHEDULE

Month(s)	Academic Year	Data	Who	Action
October-November  *Schedule up to 2 Site Visits Aug. - Feb.	Current & next (future years as needed)	Team Implementation Checklist (TIC 3.1)	MBI Team	-Keep for comparison/planning -Enter results online
	Current & next (future years as needed)	Self-Assessment Survey (SAS)	School Staff	-Keep for comparison/planning -Enter results online
	Current	My Voice (MV)	Students	-Keep for comparison/planning
January-February	Current & next (future years as needed)	Team Implementation Checklist (TIC 3.1)	MBI Team	-Keep for comparison/planning -Enter results online
Team Determines	Current & next (future years as needed)	Climate Survey (e.g. SSARB, SSS, MV)	School Staff	-Keep for comparison/planning
April-May  *Schedule Site Visit for SET/Benchmarks of Quality (BoQ) and/or future planning	Current & next	School-wide Evaluation Tool (SET)	MBI Consultant	-Review report from consultant/keep for comparison & planning
	Next & future years as needed	Self-Assessment Survey (SAS)	School Staff	-Keep for comparison/planning
		Application for Recognition due May 8, 2015	Team Facilitator with MBI Consultant	
April-May	Year 3 & beyond	SET or Benchmarks of Quality (BoQ)	MBI Consultant or Team Facilitator	-Keep for comparison/planning -Enter results online
May  *RSVP for MBI Summer Institute	Next & Future	Application for Recognition due May 8, 2015	Team Facilitator with MBI Consultant	-Send to consultant/OPI
June	Attend MBI Summer Institute with as many team/staff members as possible!			